NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD	School: Carteret School
Chief School Administrator: SALVATORE GONCALVES	Address: 158 Grove Street Bloomfield, NJ 07003
Chief School Administrator's E-mail: sgoncalves@bloomfield.k12.nj.us	Grade Levels: K-6
Title I Contact: Joanne Decker	Principal: John Baltz
Title I Contact E-mail: jdecker@bloomfield.k12.nj.us	Principal's E-mail: jbaltz@bloomfield.k12.nj.us
Title I Contact Phone Number: 973 680-8500 x2028	Principal's Phone Number: 973-680-8580

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____10_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
John Baltz	Principal	X	X	X	
Amy Konzelmann	Literacy Coach	X	X	X	
Banita Smith	Grade 3	X	X	X	
Diane Pillari	Grade 4	X	X	X	
Beth Armstrong	Special Education K-1	X	X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/1/14, 10/8/14,	Principal's Office	Comprehensive Needs Assessment	X		X	
10/15/14, 10/22/14, 11/12/14, 4/1/15, 4/16/15, 4/30/15, 5/6/15	Principal's Office	Schoolwide Plan Development	X		X	
5/12/15	Principal's Office	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Carteret School's vision is to create a community school in partnership with families and staff members in order to provide a balanced educational experience which includes social, emotional, and academic learning. Our students are expected to strive for their personal best in and out of the classroom and become productive citizens. Staff members will continually monitor curriculum and instruction and make any necessary adjustments in order to meet the needs of all of our children.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   All components of the program plan were successfully implemented. It addressed the following areas: remediation, enrichment, technology, parental involvement, cultural awareness and staff development. All stake holders were actively involved in planning and implementation.

2. What were the strengths of the implementation process?

   Collaboration between stake holders in the decision making process resulted in successful implementation. This created a vested interest in the plan. The strength of the process was reflective in the individual's ownership and commitment to the program.

3. What implementation challenges and barriers did the school encounter?

   The individual needs of our students and staff. Students' needs were dynamic as indicated through on-going summative and formative assessments in the class. (Star Testing, District Holistic Writing, Teacher's College Assessments Teacher Made Assessments). These assessments drove a need for staff development in specific areas. (Common Core Training, Balanced Literacy, Writer's Workshop)

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Step 1: Identify Needs

A.   *Strength:*

Everyone involved had a genuine concern for improvement in student achievement, parental involvement and delivery of

instruction.

B *Weakness:*

Prioritize the needs.

Step 2: Planning

A.   *Strength:*

Everyone was creative and ideas were shared and collaborated.

B. *Weakness:*

Connecting the ideas to our needs

Step 3: Implementation Process

A.   *Strength:*

Staff commitment to the plan. Having a combination of whole group and breakout sessions at grade level kept plan

relevant to all parties.

B. *Weakness:*

Matching the staff strength to the appropriate program (ex. Art teacher to ceramics, Bilingual teacher to Ell Program)

Step 4   Evaluate

A. *Strength*

Feedback from students and parent survey

B. *Weakness:*

Feedback lacked new suggestions/needs.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Necessary buy-in was obtained from all stakeholders by involving them in all aspects of the program planning and implementation.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The staff was excited to implement new, creative, programs to promote a sense of community between staff and families. These

programs were not only engaging for our staff but also for our participating families. A survey was used in the beginning of the year

that served as a needs assessment for the staff.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   Families welcomed the new programs which helped develop a sense of team attitude and cohesiveness. As a tool, we used surveys at adult school and welcomed any suggestions via email. This bridged the gap between our staff and community.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   Programs were discussed at H & S Meetings, Faculty Meetings, Grade Level Articulation, brochures in both English and Spanish, newsletters, website and public announcements. Tables were set up at Back to School Night describing each program and encouraging participation.

9. How did the school structure the interventions?

   All interventions were structured around the needs of the school; needs of our parents were derived from parent surveys, student interventions were data driven from on-going summative/formative assessments and staff development was identified by the school wide professional development council and implemented at grade level meetings.

10. How frequently did students receive instructional interventions?

    All students received instructional interventions daily during the school day through Basic Interventions with a push-in program , Guided Reading Groups, Small Group Instruction and Special Education Services. Extended day programs include tutoring, special needs aftercare and Saturday Academy.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program?

   Software included: Star Reading, Star Math, Accelerated Reader, Rosetta Stone, Study Island and web-based learning

   Hardware includes: laptops, smartboards, leap frogs

12. Did the technology contribute to the success of the program and, if so, how?

   Yes.

   - *Technology allowed us to help analyze data in a more efficient and effective manner.*

   - *Provided reports which were used to drive instruction and target individual student needs.*

   - *Provided teachers will lesson objectives and student goals*

   - *Addressed different learning modalities*

   - *Differentiated instruction by self adjusted curriculum based on student responses.*

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	ELA 32%	N/A	Push-in intervention, Inclusion Model, Saturday Academy, Tutoring, Balanced Literacy, Small Group Instruction	We are waiting for results from the 2014-2015 state assessments and we are anticipating a decrease in the number of students partially proficient. The interventions were effective due to scheduling and the development of a Balanced Literacy Program.
Grade 5	ELA 31%	N/A	Push-in intervention, Inclusion Model, Saturday Academy, Tutoring, Balanced Literacy, Small Group Instruction	" "
Grade 6	ELA 20%	N/A	Push-in intervention, Inclusion Model, Saturday Academy, Tutoring, Balanced Literacy, Small Group Instruction	" "
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	Math 17%	N/A	Push-in intervention, Inclusion Model, Saturday Academy, Tutoring & Family Math Nights	We are waiting for results from the 2014-2015 state assessments and we are anticipating a decrease in the number of students partially proficient. The interventions were effective due to scheduling and the development of a Balanced Literacy Program.
Grade 5	Math 14%	N/A	Push-in intervention, Inclusion Model, Saturday Academy, Tutoring	" "
Grade 6	Math 4%	N/A	Push-in intervention, Inclusion Model, Saturday Academy, Tutoring	" "

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten	15% (STAR Early Lit 50 or lower)	30% (STAR Early Lit 40 or lower)	Small Group Instruction	Improvement was not made due to transiency among students.
Grade 1	52% (Spring STAR testing 40 or below)	43% (Spring STAR testing 40 or below)	Push-in Intervention, Guided Reading,	Improvement was made due to a more individualized academic program.
Grade 2	34% (Spring STAR testing 40 or below)	27% (Spring STAR testing 40 or below)	Push-in Intervention, Guided Reading,	" "

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten	N/A	N/A	Small Group Instruction	
Grade 1	34% (Spring STAR testing 40 or below)	35% (Spring STAR testing 40 or below)	Push-in intervention	Improvement was made due to a more individualized academic program.
Grade 2	28% (Spring STAR testing 40 or below)	25% (Spring STAR testing 40 or below)	Push-in Intervention	Improvement was made due to a more individualized academic program.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Small group instruction, Accelerated Reader, Inclusion Program, Pull-out Program	YES	IEP's and individual Behavior records	71% of students with disabilities participated in the inclusion model for Language Arts.
Math	Students with Disabilities	Small group instruction, Accelerated Reader, Inclusion Program, Pull-out Program, Technology Integration	YES	IEP's and individual Behavior records	82% of students with disabilities participated in the inclusion model for Mathematics.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Small group instruction, Bi-Lingual Instruction, Pull-out, Inclusion	YES	ACCESS testing report	ACCESS growth 100% increased from 3% to 120%
Math	ELLs	Small group instruction, Bi-Lingual Instruction, Pull-out, Inclusion	YES	ACCESS testing report	ACCESS growth 100% increased from 3% to 120%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Small group instruction, Accelerated Reader, Intervention Program	YES	Renaissance Dashboard	40% of students scored 85% or higher.
Math	Economically Disadvantaged	Small group instruction, Accelerated Reader, Intervention Program	YES	STAR testing	78% of students are above 55%
ELA					
Math					

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Schoolwide	After School Tutoring	Yes	Pre-test- Post-test	Grade 3- 100% of students showed improvement Grade 4- 60% of students showed improvement Grade 5- 100 % of students showed improvement Grade 6- 39% of students showed improvement

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Schoolwide	After School Tutoring	Yes	Pre-test-Post-test	Grade 3- 96% of students showed improvement Grade 4- 88% of students showed improvement Grade 5- 92% of students showed improvement Grade 6- 100% of students showed improvement
Winter Session	Schoolwide	Saturday Academy	YES	Enrollment	191 students enrolled for Saturday Academy
Spring Session	Schoolwide	Saturday Academy	YES	Enrollment	188 students enrolled in Saturday Academy
ELA	Schoolwide	PARCC Practice Nights	YES	Attendance	85% of students attended
Math	Schoolwide	PARCC Practice Nights	YES	Attendance	85% of students attended
ELA	ELLs	Homework Helper	YES	Attendance	98% attended to complete homework
Math	ELLs	Homework Helper	YES	Attendance	98% attended to complete homework
ELA	ELLs	Lunch Buddies	YES	Attendance	Carteret Language Buddies had 65 students and attendance was 85%
Math					
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Inclusion	Yes	Sign-In Sheet	100% Staff trained by Linda Colucci (Director of Special Education)
Math	Students with Disabilities	Inclusion	Yes	Sign-In Sheet	100% Staff trained by Linda Colucci (Director of Special Education)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Balanced Literacy	Yes	Sign-In Sheet	100% of staff trained in Writer's Workshop 33% of staff was trained in Reader's Workshop
Math	ELLs				
ELA	Economically Disadvantaged	Balanced Literacy	Yes	Sign-In Sheet	100% of staff trained in Writer's Workshop 33% of staff was trained in Reader's Workshop
Math	Economically Disadvantaged				
ELA	Balanced Literacy	Sign in Sheets	YES	Sign-In Sheets	100% of Staff trained
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/Math	Gen. Ed/ Disabilities/ELL	Back to School Night	YES	Attendance	77% of the 451 students' parents attended
ELA/ Math	Gen. Ed/ Disabilities/ELL	Adult School	YES	Enrollment	Winter Session: 52 enrolled Spring Session: 44 enrolled
ELA/Math/	Gen. Ed/ Disabilities/ELL	Parent Conferences	YES	Attendance	62% of parents attended
ELA/Math/	Gen. Ed/ Disabilities/ELL	PARCC Parent Night	YES	Attendance	76% of parents attended

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Testing, Study Island, Intervention, Teacher's College Assessment	Student Growth from Fall Benchmark to Spring Benchmark
Academic Achievement - Writing	On-Demand Writing, Study Island	Student Growth from Fall Benchmark to Spring Benchmark
Academic Achievement - Mathematics	STAR Testing, Study Island, Intervention	Student Growth from Fall Benchmark to Spring Benchmark
Family and Community Engagement	Back to School Night, Adult School, Connected Math Parent Night, PARCC Parent Night, Saturday Academy, Professional Development Team, PLC Meetings	Attendance, Sign-In Sheets, PLC Logs
Professional Development	Grade level Articulation Meetings/ District In-service Workshops Literacy Coach	Teacher Survey
Leadership	Bullying Program, Students of the Month, Patrols, Bengal Pride, Carteret Cub Newsletter	Student Participation
School Climate and Culture	Bullying Program, Adult School,	Assemblies, Sign-In, Attendance

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Saturday School, H & S Association, District Art Show, Townwide Music Concert, Staff Meetings and PLCs	
School-Based Youth Services	After School Tutoring, Basketball team, Chess Club, School Play, Bowling League, Clara Maass Lifeline Challenge to Healthy Living Program	Student Participation
Students with Disabilities	STAR testing/ Intervention	Student Growth from Fall Benchmark to Spring Benchmark
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	ACCESS testing, Avenues Benchmark	Student Growth from Fall Benchmark to Spring Benchmark
Economically Disadvantaged	STAR Testing, Study Island, Intervention	Student Growth from Fall Benchmark to Spring Benchmark

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

   Input was solicited during grade level articulation meetings and reported to the Professional Development Team/Schoolwide Committee.

2. What process did the school use to collect and compile data for student subgroups?

   Data was collected by utilizing attendance records, agendas and surveys.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   We will be using the content-related evidence of validity which is the judgement of a set of experts (PD Team/Schoolwide Committee) who evaluate the data.

4. What did the data analysis reveal regarding classroom instruction?

   The data revealed that teachers were satisfied and felt the Balanced Literacy Program was effective in student achievement based on star assessments, summative/formative assessments, TCAs and teacher assessments. PARCC scores will be analyzed when available to further support this plan.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   Previous test scores revealed that there is a need for a continuation in a Balanced Literacy Program, Common Core and PARCC prep

6. How does the school identify educationally at-risk students in a timely manner?

   Quarterly Star Testing & teacher recommendation, On Demand Writing Assessments and TCAs

7. How does the school provide effective interventions to educationally at-risk students?

At risk students receive services by Intervention Specialists, Special education teachers and Literacy Coach.

8. How does the school address the needs of migrant students?

   There are no migrant students at this time. However, we would include the school nurse, guidance counselor and teacher to develop an appropriate educational plan.

9. How does the school address the needs of homeless students?

   There are no homeless students at this time. However, we would include the school nurse, guidance counselor and teacher to develop an appropriate educational plan.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    Teachers meet during grade level PLC Meetings, grade level staff development, peer observations, turnkey training and outside consultants to discuss use of academics to improve instruction.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

    Move-Up Day, Guidance Counselor Visitation, Students and Parents Visitation, Back to School Night, Parent Conferences, Kindergarten Orientation

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

    Feedback from all stake holders, which include staff and parents. In addition, data was used from various assessments

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	**#2**
Name of priority problem	Continue to enhance student achievement in ELA	Professional Development
Describe the priority problem using at least two data sources	Students need to meet student growth objectives on PARCC State Testing, TCAs, On-Demand Writing and Star Testing	There is a need based on teacher feedback for implementation of the Balanced Literacy Program and to ensure a smooth transition into the Common Core State Standards
Describe the root causes of the problem	Class size, language barrier, transiency, economically disadvantaged, limited parental involvement	New incentives
Subgroups or populations addressed	All students, special education, economically disadvantaged, Hispanic, African-American, LEP students	All staff
Related content area missed (i.e., ELA, Mathematics)	Analyzing Text, Word Analysis and Reading Comprehension	All content areas focusing on Language Arts and Mathematics
Name of scientifically research based intervention to address priority problems	To continue with Balanced Literacy Program through Guided Reading, Renaissance Learning, Accelerated Reader, RTI Program, mini lessons and Independent Reading	Balanced Literacy Program; Guided Reading, Independent Reading, mini-lessons and remaining components of Daily 5 and Math Pacing Guide
How does the intervention align with the Common Core State Standards?	Curriculum is aligned with state Common Core Standards	Curriculum is aligned with state Common Core Standards

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parental Involvement	
Describe the priority problem using at least two data sources	Continue to provide interesting opportunities to encourage parental involvement. Data resources; Adult School and Family Nights addressing instructional needs.	
Describe the root causes of the problem	Family and economic status and language barrier.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	Home & School Meetings and academic support at home	
Name of scientifically research based intervention to address priority problems	Research supports Parental Involvement as a dynamic force influencing student academic success. Our programs are based on the individual needs of the families at Carteret Elementary School. These needs are identified through parental surveys/feedback which includes: Adult School, Family Nights, NJ Ask Prep classes and Student of the Month recognition.	
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
ELA	Students with Disabilities	Balanced Literacy	Principal, Literacy Coach Staff, Inclusion Teachers	Guided Reading, TCAs, On-Demand Assessments, STAR testing	▪ Screen all students to identify strengths and weaknesses ▪ Provide differentiated instruction based on individual needs ▪ Provide instruction on a daily basis that promotes reading and writing proficiency ▪ Monitor at risk students
Math	Students with Disabilities	Study Island	Principal Staff, Inclusion teacher	STAR testing	▪ Screen all students to identify strengths and weaknesses ▪ Provide differentiated instruction based on individual needs ▪ Provide instruction on a daily basis that promotes reading and writing proficiency ▪ Monitor at risk students
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	ELL/ Bi-Lingual Program	M. Parks, E.Rodriguez	STAR Testing, ACCESS Reports	▪ Screen for deficiencies and monitor progress ▪ Provide intense small group reading intervention

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

		ESEA §1114(b)(I)(B) strengthen the core academic program in the school;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					▪ Develop academic English ▪ Schedule regular peer assistance learning opportunities and provide vocabulary instruction
Math	ELLs	ELL/ Bi-Lingual Program	M. Parks, E.Rodriguez	STAR Testing, ACCESS Reports	▪ Screen for deficiencies and monitor progress ▪ Provide intense small group reading intervention ▪ Develop academic English ▪ Schedule regular peer assistance learning opportunities and provide vocabulary instruction
ELA	Economically Disadvantaged	Intervention Program	Literacy Coach, Interventionist, Staff	Guided Reading, TCAs, On-Demand Assessments, STAR testing	▪ Screen all students to identify strengths and weaknesses ▪ Provide differentiated instruction based on individual needs ▪ Provide instruction on a daily basis that promotes reading and writing proficiency ▪ Monitor at risk students
Math	Economically Disadvantaged	Intervention Program	Literacy Coach, Interventionist, Staff	STAR testing	▪ Screen all students to identify strengths and weaknesses ▪ Provide differentiated instruction based on individual needs ▪ Provide instruction on a daily basis that promotes reading and writing proficiency ▪ Monitor at risk students

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Afterschool Tutoring, Saturday Academy, PARCC Student Night	Staff	Pre & Post Test Culminating Activity Attendance	▪ Screen students to identify strengths and weaknesses ▪ Provide differentiated instruction ▪ Provide intense small group instruction
Math	Students with Disabilities	Afterschool Tutoring, Saturday Academy, PARCC Student Night	Staff	Pre & Post Test Culminating Activity Attendance	▪ Screen students to identify strengths and weaknesses ▪ Provide differentiated instruction ▪ Provide intense small group instruction ▪ Intervention materials should include opportunities for students to work with visual representation of mathematical ideas.
ELA	Homeless	N/A			
Math	Homeless	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Homework Helpers, Language Buddies	ESL Teacher	ACCESS Test	▪ Screen students to identify strengths and weaknesses ▪ Provide differentiated instruction ▪ Provide intense small group instruction
Math	ELLs	Homework Helpers	ESL Teacher	ACCESS Test	▪ Screen students to identify strengths and weaknesses ▪ Provide differentiated instruction ▪ Provide intense small group instruction
ELA	Economically Disadvantaged	Afterschool Tutoring, Saturday Academy, PARCC Student Night	Staff	Pre & Post Test Culminating Activity Attendance	▪ Screen students to identify strengths and weaknesses ▪ Provide differentiated instruction ▪ Provide intense small group instruction
Math	Economically Disadvantaged	Afterschool Tutoring, Saturday Academy, PARCC Student Night	Staff	Pre & Post Test Culminating Activity Attendance	▪ Screen students to identify strengths and weaknesses ▪ Provide differentiated instruction ▪ Provide intense small group instruction ▪ Intervention materials should include opportunities for students to work with visual representation of mathematical ideas.
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Balanced Literacy, Words Their Way, Fountas and Pinnell Intervention Kits	Staff Literacy Coach, Principal	STAR, TCA, On-Demand Writing Assessments	-screen all students to identify strengths and weaknesses -provide differentiated instruction based on instructional needs -provide instruction on a daily basis that promotes development of reading proficiency -monitor the progress of at risk students
Math	Students with Disabilities	Common Core Alignment and PARCC Prep	Conquer Mathematics	STAR testing	screen students to identify strengths and weaknesses -provide differentiated instruction -provide instruction on a daily basis that promotes models of problem solving
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Balanced Literacy, Words Their Way	Staff Literacy Coach, Principal	ACCESS Testing, STAR, TCA, On-Demand Writing Assessments	-screen all students to identify strengths and weaknesses -provide differentiated instruction based on instructional needs -provide instruction on a daily basis that promotes development of reading proficiency -monitor the progress of at risk students

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Common Core Alignment and PARCC Prep	Conquer Mathematics	STAR testing	screen students to identify strengths and weaknesses -provide differentiated instruction -provide instruction on a daily basis that promotes models of problem solving
ELA	Economically Disadvantaged	Balanced Literacy, Words Their Way	Staff Literacy Coach, Principal	STAR, TCA, On-Demand Writing Assessments	-screen all students to identify strengths and weaknesses -provide differentiated instruction based on instructional needs -provide instruction on a daily basis that promotes development of reading proficiency -monitor the progress of at risk students
Math	Economically Disadvantaged	Common Core Alignment and PARCC Prep Alignment	Conquer Mathematics	STAR testing	screen students to identify strengths and weaknesses -provide differentiated instruction -provide instruction on a daily basis that promotes models of problem solving
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The principal, John Baltz, will be responsible for evaluating the schoolwide program. It will be done internally. It will be done quarterly.

2. What barriers or challenges does the school anticipate during the implementation process?

   The challenges the school faces are parental involvement. It can be very difficult to get the parents involved due to many working parents.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   By having the stakeholders being a part of the decision making processs, they can feel a sense of ownership of the programs.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Surveys will be used to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Both surveys and attendance at programs will help us gauge the perceptions of the community.

6. How will the school structure interventions?

   Interventions will be given mostly as small group instruction at the students' independent levels.

7. How frequently will students receive instructional interventions?

   Students will receive interventions on a daily basis.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

8. What resources/ technologies will the school use to support the schoolwide program?

   Carteret has a computer lab room as well as computers in the library to be utilized by the media specialist. Additionally, each classroom has a smartboard and computers to use in small group settings.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   The school uses an assessment tool called STAR to monitor growth and guide instruction. Furthermore, there are TCAs and On-demand Writing Assessments.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The school can disseminate the results in the form of growth reports via email. Additionally, report cards go home to the families and communities using PowerSchool.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Saturday Academy, PARCC Student Nights	Staff	Enrollment	Our programs are based on the individual needs of the families at Carteret School. These needs are identified through parental surveys and feedback which includes: Adult School, Family Nights, PARCC prep classes, Home and School Meetings and Student of the month recognition.
Math	Students with Disabilities	Saturday Academy, PARCC Student Nights	Staff	Enrollment	Same as above
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Multicultural Night	Staff	Attendance	Same as above
Math	ELLs	Multicultural Night	Staff	Attendance	Same as above
ELA	Economically Disadvantaged	Saturday Academy, PARCC Student Nights	Staff	Attendance	Same as above

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Saturday Academy, PARCC Student Nights	Staff	Attendance	Same as above
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   Programs such as Saturday Academy and Family Nights promote parent/student involvement with a concern of language barrier. Studies have shown an increase in parental involvement improves self esteem and higher achievement in all academic areas such as Language Arts. As family and community involvement increases, we will offer more programs directly connecting family to academics.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents are encouraged to participate through our H & S Association, various school committees and classroom parents.

3. How will the school distribute its written parent involvement policy?

   School-Parent compacts are given out in a manila envelope along with all important "Back to School" information in September.

4. How will the school engage parents in the development of the school-parent compact?

   Parents are encouraged to participate through our H & S Association and various committees.

5. How will the school ensure that parents receive and review the school-parent compact?

   Teachers will distribute compacts to parents at Back to School Night in September and will keep a record of signed returned forms.

6. How will the school report its student achievement data to families and the community?

   Student achievement will be discussed during parent-teacher conferences, H & S Meetings, NJ Ask Family Nights, Mid Marking Period Reports through Parent Portal.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

   Through H & S Association

8. How will the school inform families and the community of the school's disaggregated assessment results?

   Local Newspaper, H & S Meetings and NJ Ask Family Night

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   Through a parent representative and our Home & School Association

10. How will the school inform families about the academic achievement of their child/children?

    Families will be informed through Progress Reports, Parent Teacher Conferences, phone calls, Parent Portal and Easy Grade Pro.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

On what specific strategies will the school use its 2015-2016 parent involvement funds?

To provide interesting, meaningful activities through the following programs: Family Night, Saturday Academy, PARCC Nights, After School Tutoring, and Adult School

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	32 100%	Staff will continued to be trained through professional development during PLCs, District in-service days, Literacy Coach training, grade level articulations and staff meetings.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	5 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Strategies to attract HQ include: Professional development, community involvement, and new programs which reflect individual school's needs.	**Human Resources**